

LENS 3 FOCUS QUESTION:

"WHAT CONDITIONS ARE NEEDED FOR YOUNG ADULTS TO REALIZE THEIR GOALS FOR A HIGH QUALITY OF LIFE WHILE ALSO BECOMING INVOLVED IN THE COMMUNITY LIFE OF MAINE?"

Overview of Sessions.

Within this Lens, fifteen topics were identified by participants as issues for discussion. Each topic was assigned to a workshop time slot. The following pages contain the discussion notes and recommendations from each session. The notes are for participant reference and their meaning is not always evident to readers who were not present. Thus, the recommendations should be considered the clear statements from participants and notes only used to gain a general understanding of the context of the discussion.

Land Use (Round 1, Table B)

Discussion Notes

Developed v. natural

- Privatization of lands in northern Maine
Land ownership patterns. Large corporate ownership. Concerns of the people who live/work in area have a say in what goes on in their region. Since homes/property owned by paper company – people more likely to leave and less likely to sustain their homes. There is less personal investment in community. Quality of life is attached to sense of community. What level sort of empowerment exists – it is likely that local government and business is in bed.

Recommendations:

- 3B.1.1. Land Bonds – state action.
- 3B.1.2. Increase in public ownership with clear ecological legal provisions.
- 3B.1.3. The role of land trusts. Support policies and groups that sustain Maine's northern forests. Sustaining Maine's forestry industry that has a long term interest in Maine is critical.
- 3B.1.4. There is a role for regional planning.
- 3B.1.5. Promote affordability for individuals in traditional communities. The importance of watchdog NGO's – to ensure federal and state regulations are enforced.

Sprawl

- Growth caps cause people to move to another community, pushing development out further. Much development occurs on the edge of communities. Zoning.
- Why is it cheaper to build new then refurbish existing buildings.

Recommendations:

- 3B.1.5. Investment in community infrastructure; AKA infill development.
- 3B.1.6. Mix-use zoning. There need to be incentives for downtown development (example – McDonald's in Freeport).
- 3B.1.7. Importance of regional planning.
- 3B.1.8. Importance of education of citizens – regarding the causes and the connections to zoning.
- 3B.1.9. Grants/loans to homeowners for creation of affordable housing in existing housing (ie apartments in attics/or existing buildings).

- 3B.1.10 Incentives for locally owned businesses.
- 3B.1.11. More strict regulations for certain size businesses. Larger businesses are more likely to get variances, since they are more large employers, so no breaks for big businesses, the need for a more level playing field.
- 3B.1.12. Traffic calming, green space connectivity – DOT needs to focus more on this area – more trails/walk – bike-ability (Bangor doesn't allow bikes to be ridden downtown?!?).
- 3B.1.13. The importance of strengthening regional government – they need to be empowered and funded!!
- 3B.1.14. The tribes need to be empowered and allowed to have a greater say in sustainable development (such as ensuring their traditional uses of the land are considered).
- 3B.1.15. Strategies to preserve working landscapes (fishing, forestry, farming), strengthening tax breaks, zoning, conservation easements.
- 3B.1.16. Overall creation/overhaul of state zoning laws – the state needs to help communities create form-based codes and help them cater to their own local needs.
- 3B.1.17. State funds are needed for community spaces – ie community gardens, parks.
- 3B.1.18. The importance of public transportation – connecting towns – perhaps use school buses as a community bus system a good way to get public transportation in more rural areas.
- 3B.1.19. Perhaps there should be a second home tax.
- 3B.1.20. There is a need for tax incentives for building renovations. How do we structure policy to get people to use decrepit areas with old/existing structures? Also, there needs to be less stringent regulations for those renovations. Education of lenders of the importance of supporting projects with mix-uses. Additionally, the Finance Authority of Maine needs to focus more on refurbishing existing buildings. Examination of state and federal grants.

Related Issues

Traditional neighborhoods

Sustainable development

Sustainable agriculture

Housing

Exploitation of natural resources

Who is exploiting?

Mainers?

Urbanization patterns

Lack of regional planning

Development patterns

Lack of public transportation

Consumption patterns – who's consuming?

Gentrification – land availability

Access to land for traditional uses – fishing, farming, forestry

Arts and culture (Round 1, Table C)

Discussion Notes

- Nat – presenting programming that is interesting and affordable for young people; people in Portland don't nec. Have the disposable income to attend theatre...is this just Maine?
- Bjorn – perhaps it's priorities. It seems easy to spend money at a bar
- Angela – perception needs to change; elderly people seem to attend; people think art is created for old people; education needed about what's "cool."
- Kim – Space Gallery has changed that in Portland; they offer accessible programming, art gallery, raves, concerts
 - All galleries are open for free on Friday nights
 - Openings take place often on these nights
 - Those nights seem to bring people out
- Jennifer – big part of it is advertising; don't have the funds to advertise; theatres will advertise where the audiences already are; could the advertisements appear on radio stations young people listen to...WCYY was mentioned
- Where do people learn about arts?
 - Read newspaper
 - Radio – I listen to cool music, so those stations
- Schools need to focus more on arts than they do
- Example in university setting
 - Restaurants, kiosks, lack of community space where flyers may appear
- Rural area has had success in bringing arts to people by bringing artists into schools; now getting people out
 - Get art into restaurants where people were already going
- First thing cut from schools and nonprofits is arts programs; hard to sustain
- Local economic development council is a resource
 - Funding available for arts programs; an increase is needed
 - Make the link for gout between arts and economy
- Money, artists/musicians can't work for free
- Is access to arts a fundamental right; is gov't to provide it for us? Are we willing to support the arts as well? Philanthropy is very important, too.
- Individuals need to take initiative to support arts; education is needed that funding towards nonprofit arts is important from individuals
- If you build it, they will come. Space Gallery sounds cool; what are the chances that we can promote that, or build that in other parts of the state
- Initiatives are starting throughout the state in connection with developing partnerships with private and public businesses
- Start "doing" people come; connections need to be made in terms of economic impact
- Arts orgs. Seem to have short life span; two theatre companies closed at once
- Government support can help arts organizations sustain their existence
- Organize friends to participate in four arts activities in a year; expose our friends, educate in a one-on-one way for philanthropy; make a pitch to friends
- Creative economy conference indicated that critical mass is important; through communications we can create our own critical mass; how to communicate?
 - One example is an organization that books events in rural areas, multiple venues

- Groups in Maine love to say “coming from out of state”
- Even with a full audience, arts may not be able to afford to stay running
- Government funding important, but also young philanthropy
Matching grants are also a good idea

Philanthropy is also volunteerism, esp. for people without money

- If nonprofits promote volunteerism, that would be good, too
- Young people can be brought in by giving time, but then they may give money
- Educate businesses that they can educate new employees either through matching or giving programs – young philanthropy education could begin at a job level
- Cable television provides money to city council – that money is available – how is that being spent
- Banks have requirement to invest in community
- Salary, stability for those employed by arts
- Make technical assistance available to work with nonprofits
Business of the arts is often run by artists
If artists learn business skills, sustainability becomes possible

Healthcare access for those employed in arts

- Networking between successful artists running a business
- Community needs to feel a part of its arts organizations
Organization can take a lead in getting young people involved
Families and friends come to feel ownership
Schools need to take part in fostering community relationships by offering credit
For participation in community arts programs

More government funding

- Schools cut arts first; outside arts education needs to be recognized by education system
- Venues – esp. in small communities; look for what’s already there and approach those businesses to try and use restaurant as theatre space, or nontraditional use of space
- Arts are currently separate in our country
Inject arts back into mainstream life as a culture, as a nation
Have public art, local banks feature artists
Other businesses can offer similar programs
- Arts need help from government for both funding and government point of view
- Our responsibility to get the message about the arts out
- Find what we have in local culture to foster appreciation for outside work as well. Pride needs to be built around what we have already.
- Community cultural plans indigenous arts
- Focus on contemporary art
- Look at Bangor as example, Folk Festival, Shakespeare on the River sparked waterfront focus
- NFF volunteers – 100s of people come to volunteer; opportunity to connect with these volunteers; organizations need to share volunteer staff and information about volunteer availability
- Government attitude needs to know it’s a big issue for youth
- Need to be more entrepreneurial when opportunities come up for cultural opportunities with national recognition
Need to think less locally, and more broad

- To retain and attract youth, arts and culture are important; outdoors is important, but we need culture
- Need to elect leaders that care about the arts; make sure people who lead are speaking to these issues
- State agencies need to think about how to leverage opportunities that come in connection with outside arts influence
Restaurant created by Empire Falls is a great example
- Subsidies needed for film companies

Recommendations:

[Note: S = State level; L= Local; R=Regional)

- 3C.1.1. S- Individual participants in REALIZE!™ Maine conference make a commitment to take peers into arts-related activities; go to four events this year or visit galleries, participate in something arts-related, and discuss the need for philanthropy from youth audiences.
- 3C.1.2. S - Government funding for arts is absolute necessity in creating and sustaining arts and culture related activities
- 3C.1.3. S – Government funding for health care for artists
- 3C.1.4. L - Make sure local communities and agencies are keyed into what’s happening, both from an awareness and funding stance
- 3C.1.5. S - Establish an initiative that provides technical assistance to help run an arts business
- 3C.1.6. S – Have an artist in residence program for state
- 3C.1.7. S – Bring arts into mainstream education
- 3C.1.8. S – Establish incentive for nonprofits to have education outreach programs
- 3C.1.9. S – Establish incentive for collegiate system to be part of greater community arts and culture activities
- 3C.1.10. S – Keep non-censorship as part of Maine Arts Commission mission
- 3C.1.11. S, R, L – Make part of taxes go to arts funding
- 3C.1.12. L – Include arts and culture in economic develop strategies; downtown revitalization includes arts
- 3C.1.13. S,R,L – Elect people who are passionate about what you are passionate about
– Organize artisans in voting
- 3C.1.14. S,R,L – Create barter system amongst arts organizations
- 3C.1.15. S,R,L – Institutionalize visual art lending programs that Portland Public Library currently offers
- 3C.1.16. S,R,L – Make arts more accessible for low income individuals
- 3C.1.17. S – Include arts and culture in tourism marketing; capitalize on Maine’s connection to art world
- 3C.1.18. S,R,L – More funding for beautification and public art
- 3C.1.19. L – Individuals should look into sitting on arts and culture boards of directors; start one if one you want doesn’t exist
- 3C.1.20. L,R,S – Universities should offer business courses for artisans to learn arts administration
- 3C.1.21. S – Support programs like Women, Work and Community to assist artists in business learning
- 3C.1.22. L (S) - Designate person as arts liaison at a city level; that link can help connect arts people with money people; Maine Municipal Association may be able to help

- 3C.1.23. S (L) – Seek means to initiate a voluntary mandate for boards to include a seat or two for young people, also as a means to cultivate new donors as the population ages
- 3C.1.24. L,R,S – Arts organizations should network with each other
- 3C.1.25. L,R,S – Create places for youth to congregate; encourage “coffee shops” for poetry readings and meeting places as part of economic development of communities. Even Bangor doesn’t have this type of business in a successful way.
- 3C.1.26. L,R,S- Connect arts to overall community involvement
- 3C.1.27. L – Connect college community to local community and vice versa, even at high school level and below

Government (Round 1, Table D)

We are going to talk about

- a) people being involved in govt. gender, race, class and
- b) what govt. can do to set conditions for involvement.

- How does govt. work? Isn’t taught well in schools.
- Town meetings...people don’t attend. Why? How to get people to come?
- Getting information out to get young people involved. How do to do this? Things besides voting.
- Peers want to hear from peers.
- People need to feel government can do something for them and they for government.
- Get into the schools.
- Get kids out of schools.
- Not enough respect for people who work in govt.
- On Cranberry Isles kids have to go to town meeting.
- Civics curriculum. Could beef up the existing requirements. Part of the requirement should be getting them involved in community decisions.
- Why is interest in Boys and Girls State, etc. down?
- Decline in town meeting attendance is down. How to improve attendance...engage the people that are coming into Maine.
- What can kids do before they are of voting age? Look at other models.
- Revival of town meeting...goals of town meeting?

What about a forum where towns explain how it works...

- How to make govt. sexy...
- People scared of revealing themselves by running for office...
- People need to be asked to participate more. We need to ask more people.
- Tax problems and the anger associated with it effects the whole attitude of town meeting and merits of projects aren’t considered...
- Concord, MA made a huge effort and doubled participation in town meeting.
- When people are tired it’s hard to participate.
- How to get people to understand the compromise aspects of govt. as opposed to the confrontational aspects.
- Get media to cover town politics more...

- Baby sitting, to get more people to town council meetings.
- People who participate are either bored, or reactionary, trying to prevent change.
- If you are a renter why worry about property tax?
- It's actually really easy to get word out about something in the local paper...

Recommendations

State Level

- 3D.1.1. Department of Education ought to put extra effort into civic participation in order to habituate participation in local government.
- 3D.1.2. More grant money that support and encourage government involvement.
- 3D.1.3. Revitalize the town meeting campaign. Prepare people for the meetings. A statewide campaign? Could there be state support for transportation to it? Baby sitting? Have agents of the State government, including the Governor come out. Emphasis on young people... Smart marketing.
- 3D.1.4. Improve the technology for participation. Local message boards. Participation in town meeting through technology. Effort to connect local and state issues. Clear about how an issues rises from local to state, or descends from state to local.
- 3D.1.5. Get two hours off from work to go vote. Include high schools and colleges so 18-22 year olds vote.
- 3D.1.6. Set age group goals for voting. Percentage of young people, all people. "Take your parents to vote" campaign. Increased PR

Regional

- 3D.1.7. Regional is county level and it's ineffective. What to do? Some of the local suggestions below will apply at the local level. Communicating/sharing info. Between towns at county level.
- 3D.1.8. Emphasize, at a regional level, community meetings as a form of entertainment.

Local

- 3D.1.9. Young community leaders should organize. Reach out... We should get together and figure out what to do.
- 3D.1.10. How to get institutions to take young people seriously.
 - Get local groups involved in local issues into the schools talking to kids about what they do. Some schools have arts festivals they should have community service days that aren't just about picking up garbage, but are about learning why people are passionate about creating change.
 - Teach people how to form your own action group.
 - Make it cool to talk about politics- get leaders to mingle as leaders more.
 - Registration drive in the school. Have students run a registration drive.
- 3D.1.11. Town listserves saying what's going on in the town and what the local issues are. Organize potlucks to get the post college group. Anything "Free."

Education (Round 1, Table E)

Discussion Notes

- affordability of education
- no international degrees
- tuition increases – accessability
- graduate level courses lacking – retaining grad students
- cost of living – in conjunction with being a student (broke)
- everyone who doesn't want to be a nurse has to leave – availability of field.
- Job availability post grad programs
- Loan forgiveness
- Lack of diversity in the student body (class, race, religion ... etc)
- Teaching cultural power – equal with economic power
- Negative attitude towards staying in Maine and getting a job.
- Quality of education
- Employer/Grad program relationship
- grad school v. no grad school
- no encouragement to come back
- the idea of 'more prestigious' out of state schools.
- Open their minds to diversity
- Loan repayment – from anywhere – back to Maine, in industry needing people
- Bringing talent to Maine ... no matter where you are from.
- Bringing talent BACK to Maine... returning from college.
- State maintained small business job database.
- Mentoring programs from Alumni to under graduates.
- How to foster success – promoting higher and greater aspirations
- Healthcare expenses by universities – cost driver for tuition (single payer)
- Degrees not matching state needs.

Recommendations

- 3E.1.1. (s) – more graduate courses, online access to these degrees.
- 3E.1.2. (s) – *using technology to get higher education to rural areas*
- 3E.1.3. (s) – marketing the research, education and projects... let people know.
- 3E.1.4. (s) – create partnerships with universities to increase diversity of students, courses, faculty administration.
- 3E.1.5. (s) – inspire the idea that this is a great place to be.
- 3E.1.6. (s) – have the means to bring diversity to the state
- 3E.1.7. (s) – fund loan forgiveness and repayment program
- 3E.1.8. (s) – establish exchange programs ... both study abroad or away... or web based to accommodate non traditional students.
- 3E.1.9. (s) – state pressure on ums to increase graduation and retention rates
- 3E.1.10. (s) – alter university mission so the opportunity to be educated, to lead your community after your education is the mindset of more students
- 3E.1.11. (s) – integrate higher education programs with high school, elem. Schools.
- 3E.1.12. (s) – fund internship programs, then give tax breaks to biz who hire from those programs.

- 3E.1.13. (s) – encourage entrepreneurship
3E.1.14. (s) – peer outreach programs – college students appearing in local schools
3E.1.15. (s) – statewide zero tolerance of discrimination w/ accountability at all levels.
3E.1.16. (s) – healthcare system specific for state educators.

Health/Healthy Living (Round 2, Table A)

Discussion Notes

- Health insurance: incentives from businesses to buy wholesome foods
- Availability of healthy foods at chain foodstores
- Support local agriculture: incentives for businesses to use
- Food stamp use for local and organic produce
- Addressing wholesome foods in schools
- All public health issues: obesity, std's, diabetics
- What are the barriers to health care?
- Pedestrian, bicycle use encouragement
- Tax breaks / discounts for folks who join fitness clubs
- Publicity of existing state insurance programs available for young Mainer's
- Encourage preventative maintenance
- Deductibles are too much
- Who are the uninsured 20-34?
- Consumption of candy/soda in schools—results in a cycle of unhealthy consumption
- Incentives to businesses to offer programs promoting healthy living to their employees
- make healthy food affordable and accessible
- Educate about health at a young age and back up academics with healthy practices
- Encourage people with: public service announcements, free state and national park passes
- Mindsets: people think it is too cold to exercise in the winter, good food is expensive
- Make farmers markets more visible
- Why doesn't the state house cafeteria offer locally grown wholesome food?
- A garden at every school in the state, and integration into education—community gardens (grants and local gov't support)
- Encourage pick your own farm stands
- Connect on internet for rundown on issues
- Mental health
- Women's health
- Drug and alcohol abuse
- DEP step up

Recommendations:

- 3A.2.1. Universal healthcare (group says, “okay to raise taxes!”)
- 3A.2.2. Internet connection (state)
- 3A.2.3. Better promotion of what we do have (state)
- 3A.2.4. Traveling health clinics, giving access of services in communities without (regional)
- 3A.2.5. Partnerships with schools and local farmers (local) [1 vote]
- 3A.2.6. Set up community gardens (local)
- 3A.2.7. Stop exporting resources that we also import, such as potatoes (state)
- 3A.2.8. Insurance companies and individuals negotiate healthcare (state)
- 3A.2.9. Encourage local policy for healthy living (local)
- 3A.2.10. Reexamine school based health clinics and food served in schools (local)
- 3A.2.11. Encourage state and local government to develop infrastructure that is conducive for pedestrian and bicycle use
- 3A.2.12. Funding for mental health and substance abuse counseling
- 3A.2.13. Incentives to the insured for buying healthy foods
- 3A.2.14. Encourage people with: public service announcements, free passes to state parks
- 3A.2.15. Opening lines of communications between state agencies and health care officials (state)
- 3A.2.16. Health care providers need to be competent with cross-cultural health issues

Rural/Urban (Round 2, Table B)

Discussion Notes

- Age group leaving rural areas, moving to urban
- Lack of services in rural – dental, etc
- Definition of quality of life
 - scenic, safety, etc vs services, jobs, “action”
- how do you find a balance in rural areas between industry (jobs) and maintaining nature?
 - MBNA
- Technology to make operating in rural areas work,
 - high speed internet
 - satellites
- Sprawl concerns
- Governmental control – laissez faire or intervention?
- What are appropriate business models?
 - local co-ops – does town have control?
 1. How does it work in urban vs rural
 2. How does it fit with established culture
- Where else do they spend their time? Vacation? Work?
- Maintaining local business, esp. farms
- Ties between industry and local products
 - refrigeration
 - transportation
- MAINTAIN VALUES THAT MAKE MAINE UNIQUE
- Are cultural heritages of Maine and its natural beauty worth a lifetime or a vacation?
- Part of culture is poverty – celebrate?

- Observers are not integral Part of community
- Empower real, authentic culture
- Creativity stems from necessity of side business
 - spur entrepreneurship
- Regionalization/consolidation threats? Already a reality
- University consolidation – community identity
- Economic development strategies too different between urban/rural
 - new methods target rural development
 - Pine Tree Zones
- tourism – bundle and connect rural and urban tourist attractions
- free association of Maine: lobster... lobster... lobster.. WHAT ELSE
- migration of young people to cities damages rural communities, not just jobs
 - hospitals threatened, etc
 - school districts
 - penalties for losing students
 - Need - based migration / only option (higher education, healthcare needs)
- migration temporary? People moving back and forth
- regions must work together as a coalition to see results
- decision for regionalization by state vs by natural local cooperation
 - within region vs mandate

Recommendations:

- 3B.2.1. *database of willing participants to supply a rural voice*
 - pay gas?
- 3B.2.2. *rotate sites of meetings to encourage local involvement*
- 3B.2.3. *bring people to rural areas*
- 3B.2.4. *youth exchanges between schools – cultural exchanges – rural vs urban*
- 3B.2.5. *shift some focus from foreign exchange*
- 3B.2.6. *rural areas lack infrastructure for economic development*
- 3B.2.7. *expand theory of teacher forgiveness to work locally to other industries*
- 3B.2.8. *sustainability – feed ourselves*
- 3B.2.9. *funding for cultural identity – maintain character*
- 3B.2.10. *University system – research on solving*
- 3B.2.11. *Tourism WITHIN the state*
- 3B.2.12. *Promote the idea of not just a visit, worth a lifetime*
- 3B.2.13. *Theme – rural and urban development should not be colonial*
- 3B.2.14. *Encourage in-state commerce (Maine restaurants use Maine potatoes, etc)*
 - o student movement
- 3B.2.15. *concentrate on preventing school regionalization, only regionalize essentials – maintain community identities*
- 3B.2.16. *ensure rural voice EVERYWHERE*

Top Items From Recommendations

Rotate meetings

Regionalization should be a conversation amongst communities, not fusion

Rural voice on all issues

No financial penalties for youth out-migration

Tourism within state

Visit new places within states as ambassadors

Advanced technology centers around state

Supporting creative economy in rural Maine

Housing (Round 2, Table D)

Discussion Notes

- Heather -- Buy land where employed – has been renting in coastal area for a long time.
- Jeremy – Building a home with wife, without mortgage, environmentally-friendly
- Kelly – Housing development for Coastal Enterprises
- Kate – Just bought a house – frustrations with
- Gabriel – looking to buy house/land in area where she lives; also interested in working with state to do affordable housing in area
- Adam – architect – designs housing including affordable housing; moved back to Maine to be able to afford housing but now works in Mass
- Sam – housing & jobs
- Jesse – lives in expensive place – how do young people get started; also interested in green design
- Bob – token old guy, town manager of Rockport – virtually impossible for most people starting out to buy property in the town; personally and professionally – big issue especially for coastal towns to keep young people, vitality, families coming in
- Alisa – from Maine, went away, have come back and have had to rent; lives in Waterville area and that's getting priced out of her league; housing costs rising at a much faster rate than income – how do we get that to equal out?

Why have housing costs increased when income levels haven't increased?

- dot-com boom drove the market through the roof for people who live here.
- disposable income crowd
- different tax rate for people who have second homes? How do you do that without penalizing people who've had second homes in their families for years?
- this would necessitate changing the Maine constitution
- homes in coastal areas cost a lot – this makes money for Maine folks, but also prices out the young people & local people who want to live here – this is a catch-22
- NIMBY – what is affordable housing & get rid of the stigmas/misperceptions
- what about financing for people to don't meet the low-income eligibility standards
- problem with affordable housing: constructed with federal grants that have a lot of requirements tied to them (i.e. income requirements of less than \$18,000 per year which is set based on a statewide level, but doesn't reflect the incomes on the coast – it's unrealistic)

- average home in Rockport area is \$275,000 – for a small home
- low turnover – lots of summer homes that don't sell
- when people are renting they are more transient – when people buy homes they commit to community – towns should want younger people to come and to stay; towns conduct demographic studies and if there aren't younger people there come up with a strategy for getting young home ownership.
- maybe income levels for affordable housing aren't
- North – lots of deteriorating affordable housing; there are no jobs
- what is a view worth – open space nearby and what does that do to property values
- everything is market-driven right now – all of the prices
- today people are going more in-debt to own a house/land
- if everyone bands together we can lower property values by making our houses ugly!
- what is affordable housing? Standard practice is that it's 30% of gross income. Is this realistic? For us it's really hard to pay 30% toward housing when you also have debt from college, are trying to save money to purchase, have health insurance, other high costs of living.
- also hard for low-income senior citizens to afford to maintain their housing

growth in baby-boomer populations

- how do we get towns to want affordable housing?
- maybe “youth housing” would have less of a stigma than “affordable housing”
- NIMBY-ism – not necessarily a bad thing because affordable housing needs to be at an appropriate scale and appropriate to the community that it's in. So community should be involved in discussing types of development that occurs.

Recommendations:

- 3D.2.1. tailor income requirements for housing assistance based on region (incomes are different in different regions) (St)
- 3D.2.2. tax breaks for younger families that purchase their own home (homestead exemption is one example of this) (St)
- 3D.2.3. tax write-offs for renters (existing write-offs are based on income – it should not be based on income but should be across-the-board) (St)
- 3D.2.4. down payment – different system to offer low/no down payment options (Local – lending institutions; St --)
- 3D.2.5. conversation at state level about how properties are valued – how those values are set (right now it's totally market-driven) Standardization – towns in the same region should have the same system of valuation. (State & Regional)
- 3D.2.6. affordable housing groups purchase/build housing stock that's maintained as affordable in perpetuity – regulations keep the price increase at a certain percentage (it's hard to make this happen right now – often towns don't want it, people don't want it – there's a stigma) (Regional/Local)
- 3D.2.7. regulations so that towns will approve affordable housing (or to enforce) (Local)
- 3D.2.8. local government zoning: allow multi-family housing, cluster, in-law apartments, infill development (Local)
- 3D.2.9. more education for towns about who affordable housing would serve and why they should want to bring those people to their communities – to overcome NIMBY-ism. Educate people about what affordable housing actually is – what it could be. (State)

- 3D.2.10 age-restricted housing – currently we can only do that for aged 55 & older. Why not do it specifically for younger people? (through Maine State Housing Authority) Make this a special program for development of “Young Housing.” This could also help to create sense of community for young people in communities where there aren’t many young people right now. (State, Regional, Local)
- 3D.2.11 To explore: is there a connection between paying high rents or having home ownership and relying on state services; this could be an incentive to state to encourage more home ownership (State)
- 3D.2.12 Tax incentives to businesses that offer housing incentives to employees (State)
- 3D.2.13 Pine Tree Zones – amend them to include affordable housing (State)
- 3D.2.14 Do something about property taxes!
- 3D.2.15. Balance taxes: 1/3 property, 1/3 income, 1/3 sales (State, Local)
- 3D.2.16. More MSHA support for other things besides first-time home purchases (i.e. moving on to second home) (St – public/private partnership)

Community Involvement (Round 2, Table E)

Discussion notes

- Volunteerism
- Making friends/new relationships as adults in new areas
- How to keep those who leave involved in the community – is it possible?
- Youth volunteerism on nonprofit boards of directors
- Mentors in the community for younger people in order to draw them in
- How community involvement can be manifested?
- What is community involvement?
 - Volunteering
 - Shopping at local businesses
 - Attending community events
 - Paying attention to your community
 - Making new friends in different areas; making connections with people
 - Voting
 - Working with organizations, unions, churches, political groups, VFWs, health-related, arts and culture-related organizations, nonprofit boards, community based organizations, education groups/schools, trade associations, MOFGA, artist societies, historical societies, museums, retirement communities, youth organizations, city councils, local government, social service organizations
- Barriers to getting involved in organizations, hard for younger people to become involved. Resistance from older people to invite younger point of view, change may be unwelcome. How can we break down those barriers.
- Target young people who are already involved
- Barrier – Elimination of downtowns means loss of centrality in a community; hard to find where to start. Communities need a hub, or community center where to find opportunities
- Public space is so important. Malls are not conducive to public meeting
- Low minimum wage is a barrier to community involvement; most people need to have two jobs, and then they don’t have time to give as volunteers

- Transportation, or lack thereof, keeps people from getting involved
- Climate/weather is a barrier in Maine
- Individualistic character in Maine
- Paradox – we’re too busy as consumers that we don’t have time to organize ourselves within the community
- Coaching programs for older kids to coach younger kids in sports
- Getting involved in the community can make community be the magnet
- Starting at young age makes youth learn about themselves and the community in an indirect way
- Use TV media ad to encourage volunteerism at a young age, but be inclusive to the older community as well
- Students can recruit other community volunteers to help
- Transferring experience holistically into life (local shopping...)
- Stores as advertising relative volunteer organizations
- Space provided by local businesses for meetings
- Supporting local business drives more local business as more of money spent is recirculated into the local economy
- Business partnerships with awareness of local issues for education and discussion, and make it affordable
- Community encourages someone on unemployment to volunteer
- Offer tax incentives for volunteer hours
- Volunteer hours for food
- Create and Support Org. like Americorps/Peacecorp; need sustainable support
- Setting up a Maine sponsored volunteer corps that’s not federal
- Make sure basic needs are met for welfare
 - Volunteerism can serve as job application for unemployed
- Reinforce use of volunteers and their value to orgs.
- Encourage businesses to have programs to reward employees that volunteer; allow employees to be paid for their volunteer time elsewhere
- Anthem lightships as example – volunteer hours turn into monetary donations
- Attend events in organized fashion/groups
- Speak out more, write letters to the editor to local paper; find public voice; buy local paper
- Know who your legislators, state and regional, and who you can go to with your voice
- Contribute to the land (local)
- Using technology to get the word out about volunteer opportunities – volunteermaine.org exists, but word needs to get out about it

Recommendations:

- 3E.2.1. S,R,L - Include youth in decision making at government level
- 3E.2.2. S – Increase minimum wage, access to healthcare, food and daycare, to give people more time, better quality of life; poorer people are usually volunteers because they are those that have benefited from nonprofit programs
- 3E.2.3. S,R,L – Encourage businesses to give time for volunteering if can’t give money, be flexible with scheduling; or, give monetary reward for volunteering either to the employee or to the organization where s/he volunteered

- 3E.2.4. S – Maine should look into community learning centers federal program for funding to use schools as resources for community learning centers. Examples in Portland Library, brings in revenue; information commons in university libraries
- 3E.2.5. R (S) – Create mandatory community service project (or service learning) at the high school level would get kids involved in community “before they leave;” also develops habit of taking care of your neighbor and others in the community. Could happen even earlier than senior year.
Large impact can be made at an earlier age.
In Colorado, started at age 12
- 3E.2.6. S - Idea – create a community recreation center. State hire an architect to create space for community gathering place, high school age kids, provide activities. Make a plan for spaces and build eight or ten identical facilities throughout state. Would be asset to community.
- 3E.2.7. L - More formal discussion is needed in getting youth on boards and in local government
[Board Network is an organization that helps connect people to boards]
Get youth involved in community foundations, create mentoring programs
- 3E.2.8. S – educate through TV commercial the importance of youth involvement in community
- 3E.2.9. S – Individual participants in conference should keep eyes open for opportunities for youth to lead initiatives for youth
- 3E.2.10. L – Encourage cities and towns to have a bulletin board type place in town center where information about opportunities can be posted
- 3E.2.11. Create youth directory of resources and opportunities for community involvement
- 3E.2.12. Youth-led training to teach adults how to include youth

Transportation (Round 3, Table A)

Discussion Notes

Barriers

- Lack of safe biking routes
- State wide trail system
- not well marked trails
- cost of flying in and out of state
- no regular flying service w/in our state
- public transportation-rural areas
- train service-reliability/freight
- bus transportation
- revitalize main streets/local shops for more attraction
- ski towns
- encourage tourism
- safer traffic lanes for bike travel
- Pedestrian/bike friendly roads
- rails to trails
- East-West Highway
- I-95 North

- DOT widening roads when not necessary
- Over-engineering rural roads
- Moose/Wildlife Safety on roads
- Importing/Exporting (Forest Products/Potatoes)
- In favor of expanding I-95
- Inadequate road care
- Care of roads in different parts of the state-better in Southern Maine then Northern Maine
- Paving Stuff that doesn't need to be done-better prioritization
- Exits-disconnect between land use and transportation needs
- New exits made state seem larger then smaller
- school bus combined with the public transportation (community busing)-rural
- fuel efficiency

Recommendations

- 3A.3.1. S-More incentives for lower cost of flying
- 3A.3.2. S-Inter-state flying
- 3A.3.3. S-incentives for transportation to provide better services throughout the state for businesses
- 3A.3.4. S-road plans that include bike friendly lanes-DOT
- 3A.3.5. S-Better planning by the DOT for roadways
- 3A.3.6. SRL-school bus combined with the public transportation (community busing)-rural
- 3A.3.7. L-increase #of sidewalks
- 3A.3.8. L-encourage bike paths in town
- 3A.3.9. SRL-Better connection between land use and transportation needs
- 3A.3.10. S-Research alternative fuel sources- bio-diesel distribution system
- 3A.3.11. R-ways to better export for forest & agriculture products from Northern Maine
- 3A.3.12. S-Incentives for businesses to use lower emission vehicles and fuel.
- 3A.3.13. S-Look at different examples from other states that use other ways to encourage incentives to export products along with keeping businesses in Maine

Family (Round 3, Table B)

Discussion Notes

Issues:

- Cost of living
 - Income
 - Affordable Housing
- Activities
- Health Care
- School Consolidation (Access) – Rural vs. Urban
- 2 incomes
 - to cover health insurance
 - child care issues
 - household expenses
 - Lack of time for family involvement and time

- Infrastructure doesn't exist in rural ME
 - Sidewalks, parks, recreation programs, etc.
- Geographic
 - ER and other services spaced too far away
 - Museums and other educational/cultural opportunities
- Without the FAMILY there is no Maine – bring in the young adults (singles & couples), if they start a family here (raising kids) they are less apt to uproot that family from Maine.
- Non traditional Families
 - Single families
 - Domestic partnership

Recommendations/Solutions:

3B.3.1. Communicating more effectively the resources/programs currently available (State, Local, Regional)

- Enhance maine.gov
- Better search system
- Relocation package
- Publicity covered in: Print, TV, Radio, ETC.
- Involve younger people
- Links to local activities/organization/chambers

3B.3.2. Continue to promote ME for tourism, but ALSO as a great place to start/raise a family. (State, Local, Region)

3B.3.3. “Maine, a place to live and work” (State, Local, Regional)

3B.3.4. Public/Private partnership for child care (Regional, State, Fed, Local)

- Government helping businesses have onsite child care
- Make it part of welfare program
- Evening/overnight childcare for round-the-clock businesses.

3B.3.5. Make rural ME more livable (Regional)

- Access to services
- Improve infrastructure
- Building community/networks to naturally assist

3B.3.6. Childcare – over regulation (State, Local, Regional)

- Insurance safety vs. affordability

3B.3.7. Housing (State, Local, Regional):

- No re-evaluation until resold
- 1st time new home buyer loans
- More comprehensive & communication of available programs
- Student loan/mortgage circuit breaker (instead of paying both at same time)
- Public awareness initiative – community/public outreach of programs similar to habitat for humanity.

3B.3.8. Domestic partner recognition & benefits (State)

Recreation (Round 3, Table C)

Discussion Notes

- ‘lame state’ idea
- mismatch of peoples interest and options for recreation
- four seasons recreation
- community rec. center investment – currently downtrodden facilities
- best example... Alford Center in Waterville.
- community center doesn’t have to be a specific structure or place.
- consolidate the sprawl... Old Port vs. Bangor
- revitalization of the downtown areas rather than big box
- get entrepreneurs together... consolidate efforts (bar, book store, coffee shop)
- bicycle friendly towns.
- using space that’s there, keeping one specific thing open if it isn’t feasible to keep all things open.
- why is community calendar limited to bingo, bbq,? How do you change?
- employ UMaine grads in nutrition and kinesiology
- keeping grads in Maine, (Bear Tracks alum network)
- eliminate town curfew

Recommendations:

- 3C.3.1 (s) – free weekend without fishing license (more than one a year)
- 3C.3.2 (l) – city development... encourage strategic planning... entrepreneurs in the same area and in the same are together.
- 3C.3.3 (s) – summit of small business leaders
- 3C.3.4 (l) - Community online bulletin boards & message boards in town halls
- 3C.3.5 (s) – give people a specific place to go, and be there together.
- 3C.3.6 (l) – low income housing away from center of town
- 3C.3.7 (s) – incentives for strategic planning and development
- 3C.3.8 (r) – invest in a central hubs for community recreation.
- 3C.3.9 (l) – promoting the arts and music+
- 3C.3.10 (l) – create positive environment / activities for young adults (eliminate curfews)
- 3C.3.11 (s) – encourage or mandate alumni relations... career shadowing, career planning with emphasis on jobs in ME/ staying in Maine
- 3C.3.12 (s) – encourage or mandate service learning (incorporate into curriculum)
- 3C.3.13 (l) – bike paths, bike paths, bike paths. (and rollerblades too)
maybe with lights so you can use them in the winter after dark (skiing)

Diversity (Round 3, Table D)

Discussion Notes

- How do we start a dialogue about newcomers without isolating natives?
- Public service announcements – 1 per month? Statewide initiative to encourage more... who are Mainers/What is the face of Maine
- More diverse than people think?
- Diversity 101
- Why is it important?
- Want more diverse experiences, choices, restaurants, etc
- Maine hasn't known its own diversity – needs to know itself (French, African, minorities)
- Need to teach about the diversity that exists; get comfortable with selves to welcome others; can't welcome someone if you want to hide
- We want to promote diversity, not we have to have it for funds
- Support incoming populations
- Different face in political roles (not just white men); something to strive for
- Look at other states who've done a good job with this (ex/Minnesota)
- Learn about culture through curriculum; ex/French classes and culture
- Pains and embarrasses youth when others don't accept diversity; ex/ Somalis in Lewiston
- Need to recognize the resources that diversity provides not just "how do we solve this PROBLEM"
- How are incoming populations educated about the climate and state; to welcome them... in workforce, healthcare education system
- Need state office of diversity or newcomers (like nearly all other states); policies that trickle through organizations
- Govt and law enforcement
- Get past "us" and "them"... white also has many colors
- Statewide day in schools to recognize diversity; not just the ME that their parents lived in; shifting the model; get the education going; talk about "the new ME", "the new face of ME"
- Resources need to become more well known – cultural directory of ME;
- Need a strong network of these people; state needs to send out information
- How to use immigrants/diversity as resources for people here to learn; break down barriers in this way; Teachers feel more enriched in this process also; use the population who is already here
- Underfunded offices that support diversity
- EOE posted on website, but not much really being done; on USM website looks the most diverse place ever but it isn't really
- Racism needs to improve; can be passed from racist teachers to students
- Can't afford diverse profs
- Tribes in ME need to be dealt with (4 sovereign nations); long agenda that has never really been addressed
- Bring minorities together; collaborative effort – tribes with immigrants and international students
- Sexual orientation;
- female vs male pay scale differences
- Take sex discrimination to state; needs to push it through; comes back to education

- Popular media used to help this issue; public radio, etc.; welcome everyone – youth need to be involved
- Younger is more accepting of diversity; educating of older generations
- how to keep it integrated; not just neighborhoods though they can be good and have a cultural center
- Class diversity
- Attitude against people “from away”
- “ME the way life is” vs. “the way life should be”; ME is changing; maybe this shouldn’t be the motto anymore?

Recommendations

- 3D.3.1 Education for young and old (S)
- 3D.3.2 Cultural center creation and state support for these (S)
- 3D.3.3 Use the university system; support international students and also a deeper self-knowledge; ability of people in state to have greater self-knowledge
- 3D.3.4 Diversity training/workshop/module. “Tolerating Diversity” is not necessarily respecting it
- 3D.3.5 Use Business for Social responsibility; Educators for Social responsibility
- 3D.3.6 Need to get sexual discrimination back on the ballot; keeps people from moving here; can also come through bill or court case
- 3D.3.7 Contact your state reps on sexual discrimination and sexuality issues and on other issues
- 3D.3.8 Reread policies to see if diverse words are in there (ex/diversity, homosexual, etc); if words are in there, needs to be addressed
- 3D.3.9 Spread the word about services that we already have
- 3D.3.10 Increased funding for cultural competence training and services (S,L)
- 3D.3.11 State office for diversity/newcomers needs to be created.
- 3D.3.12 EMBRACE DIVERSITY. Celebrate our own Cultural diversity
- 3D.3.13 Behavior and Development Services—diversity web links
- 3D.3.14 Make resources like BDS more well-known—PSA’s, web links
- 3D.3.15 Diversity in faculty at universities, workplaces, politics; represent the population
- 3D.3.16 Speakers office – businesses and schools can ask for speakers to come and enlighten them; speak on many and separate issues which lead to noticing similarities; join these resources together
- 3D.3.17 Look at other state models; send people there; talk to people; bring those people here
- 3D.3.18 Restating school, hospital policies; hold up diversity; get it on the government website!
- 3D.3.19 Offer loans and extensions to businesses
- 3D.3.20 Acceptance/education of difference for those who live here and those coming into the state
- 3D.3.21 Foster support for new communities (look at other states like Minnesota)—different faces in government/ leadership roles. State/city should support hiring new faces

Sustainability (Round 3, Table E)

Discussion Notes

- 1) Food
 - a. minimizing importation/exportation
 - b. utilize local foods in schools
- 2) Local, sustainable energy production
 - a. efficiency in energy use
 - b. efficiency in transporting materials
 - c. reducing energy consumption
 - d. increase renewable energy use
- 3) Smaller, more local schools
- 4) Waste: Better, more efficient recycling and disposal programs
 - a. mandatory recycling / disposal bans
 - b. incentives for businesses and communities to participate
 - c. disposal regulations on hazardous waste
 - d. reductions of toxic chemicals
 - e. composting of human waste
- 5) Sustainable communities
- 6) Self-reliance
- 7) Composting
- 8) Increasing public transportation

Recommendations

3E.3.1 Food

- a. Incentives for all Maine schools and governmental organizations to utilize Maine food products wherever possible (to stimulate local agriculture/business and empower communities to participate in food production).
- b. Tariff on out of state food products that are available in the state of Maine.
- c. Tax right offs for participating in community supported agriculture.
- d. Community gardens in the schools.
- e. Community gardens in penitentiaries and prisons.
- f. More stringent regulations on the use of pesticides (especially aerial spraying).
- g. Public education to address where food comes from.

3E.3.2. Energy

- h. Maine should adopt California emissions standards for vehicles, 4-wheelers, snowmobiles, and lawnmowers.
- i. Maine should close all loopholes that allow individuals to earn tax breaks on the purchase of inefficient vehicles not specifically related to their occupation.
- j. Provide a tax incentive for consumers to purchase efficient vehicles.
- k. Provide tax incentives for renewable energy.
- l. The state should provide continued leadership and initiatives for energy efficiency, including the promotion of energy efficient vehicles, upgrading the insulation of homes, updating appliances to more energy efficient models, public education on environmental awareness, etc..

3E.3.3. Waste

- m. Ban waste importation and exportation.
- n. Outlaw commercial landfills effectively.

- o. Require all individuals and businesses to pay for the waste they generate (price per bag of trash).
 - p. State-wide recycling program.
 - q. Fines for the disposal of recyclable/returnable goods. (State-wide penalty)
 - r. Make corporations accountable for excess packaging.
 - s. On-site composting
 - t. Maine should update and revise all legislation pertaining to the management of solid waste.
- 3E.3.4. Building
- u. The State should provide grants and incentives for “green” building designs and renovations.
- 3E.3.5. Legislation
- v. Maine should enact environmental justice laws.

Community (Round 3, Table “F”)

Discussion Notes and Suggestions

- strengthen existing resources to facilitate community involvement
- community learning centers
 - o reinvigorate schools as centers for community (facilities, childcare, public space)
 - o must have REAL involvement by youth in planning, etc
- provide professional development opportunities for public school administrators and teachers
 - o concentrating on incorporating service learning into Maine Learning Results
- conference participants directly involved in planning, follow-up and facilitation (*meaningfully* facilitating and implementing youth [under 35] voices)
- broaden opportunities and understanding of leadership, incorporate ALTERNATIVE definitions and diverse experience
 - o make resources available for “free press” idea – eg Mt Holyoke, MA \$\$ available for young people to organize alternative media (youth-controlled, youth-initiated)
- workshops around state to address “age-ism” (re: Youth on boards, youth in leadership positions) prepare ADULTS to work respectfully with young people
- more funding to promote/explore youth-led initiatives
- create youth directory with youth-led organizations, resources for young people or, identify what is and build on it

“community” means geographic and identity based.

public sources/places of information (community bulletin boards in appropriate places – shopping centers, post offices, etc)

Confirm momentum of REALIZE!™ Maine – youth leadership marketing, etc.